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ABSTRACT

In the Connecticut School Effectiveness Project, data are collected on seven characteristics of effective schooling: safe and orderly environment, clear school mission, instructional leadership, high expectations, opportunity to learn and time on task, frequent monitoring of student progress, and home-school relations. These data are collected through interviews and questionnaires and through a search of school records for achievement and archival information. Since the Connecticut project is essentially voluntary, analyses of the data must be presented as vividly as possible to convince school staff of the need to take corrective action in indicated areas, so that effective action plans will be implemented. This paper describes the various ways the data are displayed to produce a persuasive presentation. These ways include the analysis of the School Effectiveness Interview including the integrated item profile, the School Effectiveness Questionnaire, and the Achievement Profile. Examples of these analytical presentations are included as exhibits. (Author)

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Persuasive Data Presentation for a Voluntary School Effectiveness Project

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Paper
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of the American Educational Research Association
New Orleans, Louisiana

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Abstract

In the Connecticut School Effectiveness Project data are collected on seven characteristics of effective schooling: safe and orderly enrironment, clear school mission, instructional leadership, high expectations, opportunity to learn and time on task, frequent monitoring of student progress, and home-school relations. These data are collected through interviews and questionnaires and through a search of school records for achievement and archival information.

Since the Connecticut project is essentially voluntary, analyses of the data must be presented as vividly as possible to convince school staff of the need to take corrective action in indicated areas, so that effective action plans will be implemented.

This paper describes the various ways the data are displayed to produce a persuasive presentation. These ways include the analysis of the School Effectiveness Interview including the integrated item profile, the School Effectiveness Questionnaire, and the Achievement Profile. Examples of these analytical presentations are included as Exhibits.

The Connecticut State Department of Education supports a School Effectiveness Project intended to promote in the public schools of the state school characteristics which have been shown in the literature to be associated with effective schooling. The seven characteristics on which the project focuses are: 1) Safe and Orderly Environment; 2) Clear School Mission; 3) Opportunities to Learn; 4) Instructional Leadership; 5) High Expectations; 6) Frequent Monitoring of Student Progress; and 7) Home-School Relations. The model and its background are discussed in other places (e.g., Gauthier, 1982).

Schools participate in the project principally of their own volition. Although some schools have been strongly encouraged to participate by their district superintendents, the Department does not enter a school until the principal and a majority of the teachers have voted to participate.

The initial phase of the project is to assess the school using the four project assessment procedures, present the assessment data to the staff, convene a work group, and adopt an action plan designed to strengthen the weaker characteristics of the school profile. The four assessment procedures are:

1) a structured interview with each teacher and administrator using 67 items to measure the seven school effectiveness characteristics (responses to each item are coded on a predetermined five-point scale) (Villanova et al., 1982a);

2) a 100-item questionnaire administered to each staff member using a five-point scale to measure the same seven characteristics (Villanova et al., 1982b);

3) an achievement profile which portrays standardized test data to illustrate any social class differences on test performance (Breen & Shoemaker, 1982); and

4) an archival data profile, a display of items taken from school files which exhibit presence or absence of effective school traits (Shoemaker, 1982).

The key step in assuring the success of the initial phase (and of the project) is presenting a vivid picture of the school to the staff, using the data portrayals to help them to recognize the areas which need to be addressed, to see clearly what corrective actions might be taken, and thus to develop a realistic action plan which all the staff will take as their own.

> It is important that school staff understand . . . that they have the ultimate responsibility for putting [the data] to constructive use. The school liaison facilitates the school's use of the data for planning and implementation, but final decisions rest with the school. (Proctor, 1984)

To build consensus on the school's needs and especially on the action plan demands an effective presentation of all the data collected during the school assessment. In this case effective means that the data speak directly to the school staff and that the problem areas are easily identified.

Fostering Awareness. The first goal of the assessment and the data presentation is to make the teachers aware of what the project sees as the seven critical building blocks of an effective school, what might be called "conscientization." The items in the interview and the questionnaire bring to life, even as the instruments are administered, the seven characteristics by applying them to specific situation and incidents in the school.

Since every teacher is interviewed and given the questionnaire, each one has a chance personally to examine the school to see what is happening in the areas which are assessed. Although the interview items are asked rather neutrally and some of the questionnaire items are reversed, the picture of the effective school begins to emerge with some clarity and the teacher can begin to make some judgments about the effectiveness of his/her own school. This picture will be brought into sharper focus when all the data are reviewed by the entire staff.

During the assessment the teachers begin also to assume ownership of the project since they see that they are the principal source of the data. The

framework is the project's, but the evaluation is theirs.

Maintaining Commitment. Once the school staff have been interviewed and questioned they are primed to see the results. So it is important to get the data back to them as quickly as possible. The teachers usually take the questionnaire in a group at a regular staff meeting; to maintain a high level of interest the review of the results is usually scheduled for the next meeting.

To speed the process of producing timely and accurate data, the analyses of the interview and questionnaire have been automated. Responses are coded onto optical scan sheets and transferred to magnetic tape, and all the analyses are performed by computer. Two SAS programs were written to produce all the summary statistics and graphic displays, one for the interview and another for the questionnaire. Examples of these printouts are available here for examination; they contain actual data from a number of anonymous Connecticut schools.

Presenting the profile. Exhibit A is a composite analysis of interview data for two schools. Identification data for the schools have been deleted, but the different dates of analysis and different numbers of respondents distinguish which analysis goes with each school. This composite has been copied from actual computer-generated profiles presented to the schools.

The presentation moves from the general to the specific. At each step the school liaison is careful to show the teachers how to read and interpret the data so that the group as a whole and the action planning team will know clearly the strengths and weaknesses of the school. (As a courtesy the school liaison has reviewed the data thoroughly with the principal before making any presentation to the staff.)

The first part of the presentation is a summary graph of each of the seven characteristics, one on a page. Responses to the interview are coded on

a five-point scale. The graphs present the percent of the responses to all the items for each characteristic which fall on each of the five points. These graphs usually give a good overall introduction to the presentation, showing any major strengths or weaknesses.

Major strengths or weaknesses would be indicated by skewed distributions, but there are seldom extremely skewed distributions. There are a number of reasons for this; the seven scales are not entirely unidimensional, the characteristics are not usually entirely present or absent, and there is usually some variety of opinion among the staff. In this profile there is one skewed distribution, for Frequent Monitoring of Student Progress--there appears to be a well-organized curriculum plan and an integrated testing program. (This will be looked at more closely in the item-by-item analysis, and in the archival data where the plan or the test data should appear.)

The other distributions are not so clear. They do tend to be positive, however, except for High Expectations which is a normally distributed neutral and Home-School Relations which is a bit negative. Some general comments are in order before moving on to the more specific item data. There is an occasional bimodal distribution which may indicate very divergent opinions among the staff, something which would have to be addressed and resolved later.

The second part of the interview profile presents a graphic of <u>item frequencies</u>, each asterisk representing one teacher response. Where helpful the school liaison can use these frequencies as a bridge between the summary graphs and the integrated item profile. They show whether the summary distributions are reflected in each item or represent an aggregate of divergent item distributions. Do distributions on the summary represent general differences in teacher opinions or varying responses to the different factors which make up each characteristic?

In any case, the meat of the presentation is contained in the <u>integrated</u>

item profile. This profile contains item-by-item information, the number of staff who responded to each item and the percent who gave each categorized response, displayed with the item stem and the five categorized responses. At the end of the set of items for each characteristic the summary percents are displayed and there is space for the school liaison to record the archival data, i.e., items found in the school files which relate to the characteristic.

For instance, page one of the sample in Exhibit A displays school data for the first characteristic, Safe and Orderly Environment. The summary data would already have shown a positive rating for this characteristic, 70% fours and fives and only 5% ones and twos. The only relatively negatative aspect of this characteristic is the item on the condition of the school to which over half the responses are neutral. Security, discipline, and learning atmosphere are all positive. Archival data show a handbook on student discipline (from 1977--perhaps in need of a review) and a record of very few infraction or acts of vandalism. All in all, the picture is good for this characteristic.

Each characteristic may be examined here in detail, as direct preparation for preparing the action plan. Page eight might merit some further analysis here. The responses to items 41 and 42 are borne out by the policy on scheduling basic skill time, but according to these responses and item 43 teachers are in no more than partial compliance. One area of possible concern, detracting from this characteristic, is the number of staff who think that outside programs and pull-out programs interfere with and interrupt instruction. This may be easily addressed in the meeting or with the action planning team. The reasons for the differences of opinion might be discussed during the presentation of the profile.

Exhibit B shows the analysis of responses to the School Effectiveness Questionnaire. This analysis is available to the school liaison for preparing the presentation to the staff, and it is available to supply further data to

the staff on the characteristics, should this prove helpful for the presentation.

In general, however, this analysis is not necessary for the presentation and it is used only for project evaluation. It is available for your examination, but it will not be discussed here except to point out that the analysis does show, as with the interview, general graphic summaries of the characteristics followed by item-by-item data.

Exhibit C shows the final visual which is shared with the staff. This is the Achievement Profile which simply and graphically shows the "disaggregation" of achievement data that is often talked about. One of these profiles is prepared for each standardized basic skills test used in the school. Students are divided into two groups on some income or social class measure--eligibility for free lunch is a convenient way--and percentile scores are plotted on the graph.

This graph can then be used to compare the distribution of achievement scores for the middle income students with those of the low income students. Usually some minimal score, called "minimum mastery," is used for the comparison, the percent below that level being compared. This analysis relates directly tothe definition of an effective school that it is one in which the proportion of low income students achieving basic mastery is not lower that the proportion of middle income students.

In the example scores on the sixth-grade Stanford Reading test are used and minimum mastery is defined as the 30th percentile; other levels may be used. The minimum mastery approach here does not show much difference, 25% of low income below the 30th percentile compared to 17% of middle. For this school the mathematics test (not shown) showed a greater difference--29% to 4%.

Actually neither group is doing very well; there is a median percentile of 42 for the low income group and of 47 for the middle income group. Some

attention ought to be paid to differences between income groups, but the reading program appears to need general attention.

Summing up. All these data and these analyses are available to be presented to the school staff and again to the action planning team at a three-day workshop. At the workshop all the data are gone over in greater detail to devise a plan that can begin to improve some of the negative aspects of the seven characteristics.

These data are presented in such detail both to convince the staff that there are aspects of the school and its program which merit some attention and to begin to show them some practical ways to look to to try to get things done. An effective action plan depends on detailed knowledge of the school situation.

Conclusion. The goal of data utilization in the Connecticut School Effectiveness Project is to help the school staff discuss the school situation and plan for action. The data are viewed as a means for bringing the discussion to an understanding of the school's impact on effectiveness. The project's concern, then, is not with interpreting data to the staff but rather with using the data to help the staff analyze how the seven school effectiveness characteristics might influence school programs and operations. The school staff are responsible for interpreting these influences and for establishing the school's priorities.

Before any data are collected the school staff must commit themselves to improving their school. The project is the staff's and improvement is their responsibility. The project data are the vehicle for change and must continually direct the project. The presentation of the data must foster the commitment of the staff so that the profiles provide a gentle prod to carry out the action plan. Although the data remain a tool for evaluating school improvement actions, even here the staff must interpret the data for

themselves, knowing that the actions they take to improve their school are evaluated on the data in the school effectiveness profiles.

An effective presentation is accomplished by good timing, graphic displays, multiple data sources, and comprehensive rather than summary statistics, all integrated into a well-organized discussion which moves from the general to specific details. It depends not only on the visuals which are discussed here but also on the personal work of each school liaison who must skillfully manage the school effectiveness project with the school staff. These visuals support the school liaison with graphic and timely analyses.

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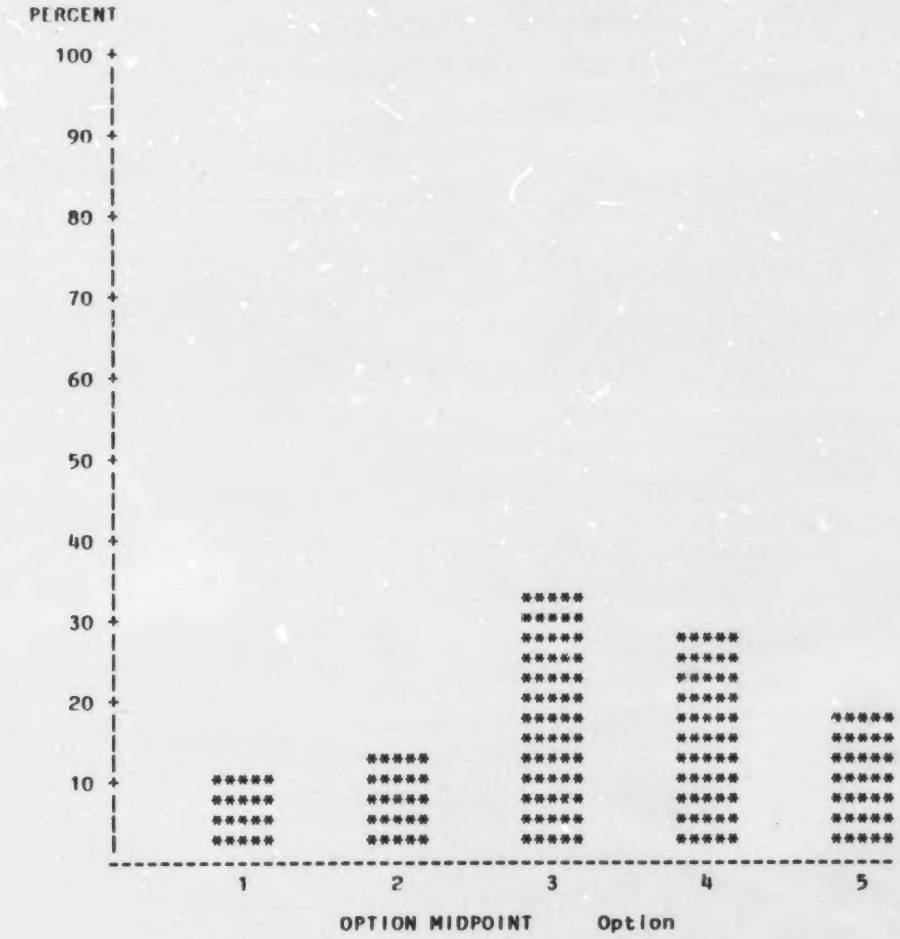
A

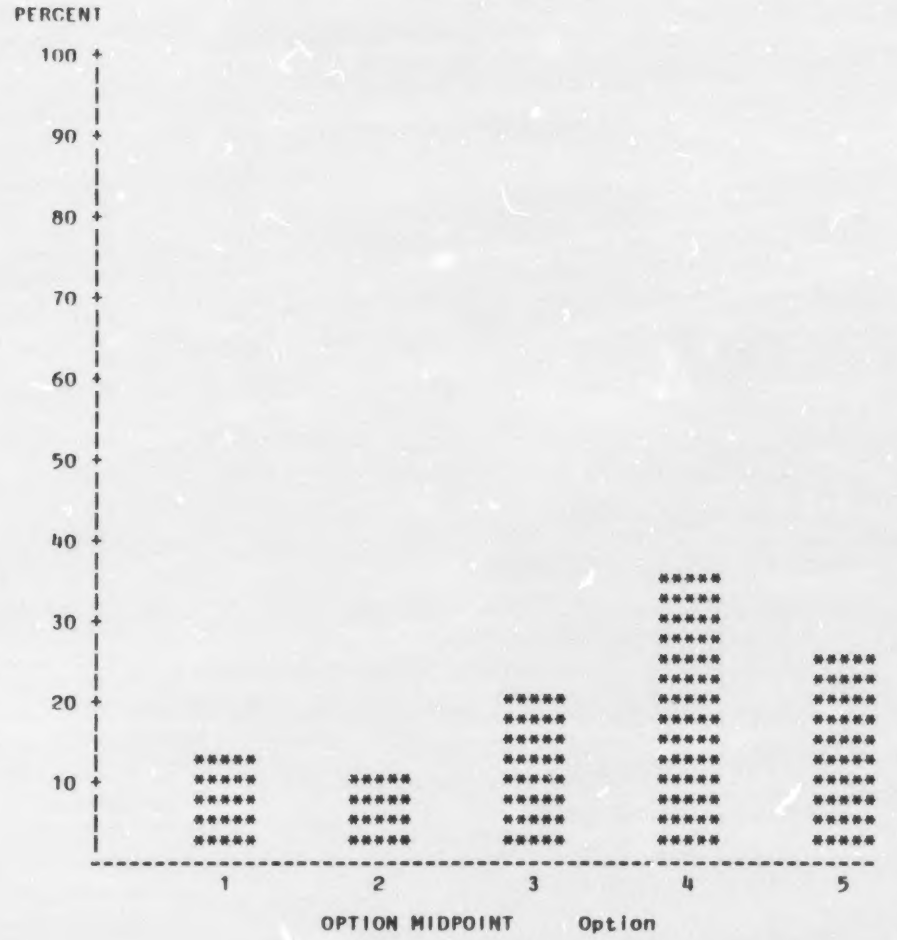
Summary Profile 11:29 WEDNESDAY, MARCH 14, 1984
Percent Response by Option
Connecticut School Effectiveness Interview
District= School= House= Characteristic=Safe and Orderly Environment

BAR CHART OF PERCENT



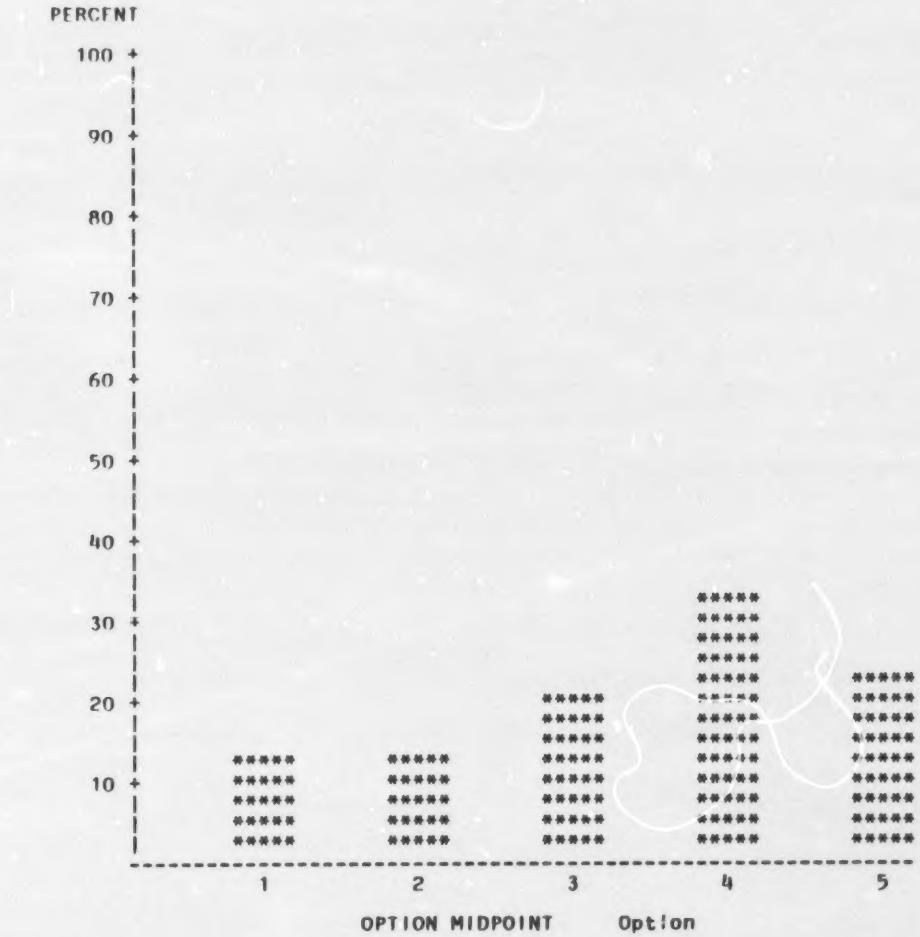
Summary Profile 11:29 WEDNESDAY, MARCH 14, 1984
Percent Response by Option
Connecticut School Effectiveness Interview
District= School= House= Characteristic=Clear School Mission

BAR CHART OF PERCENT

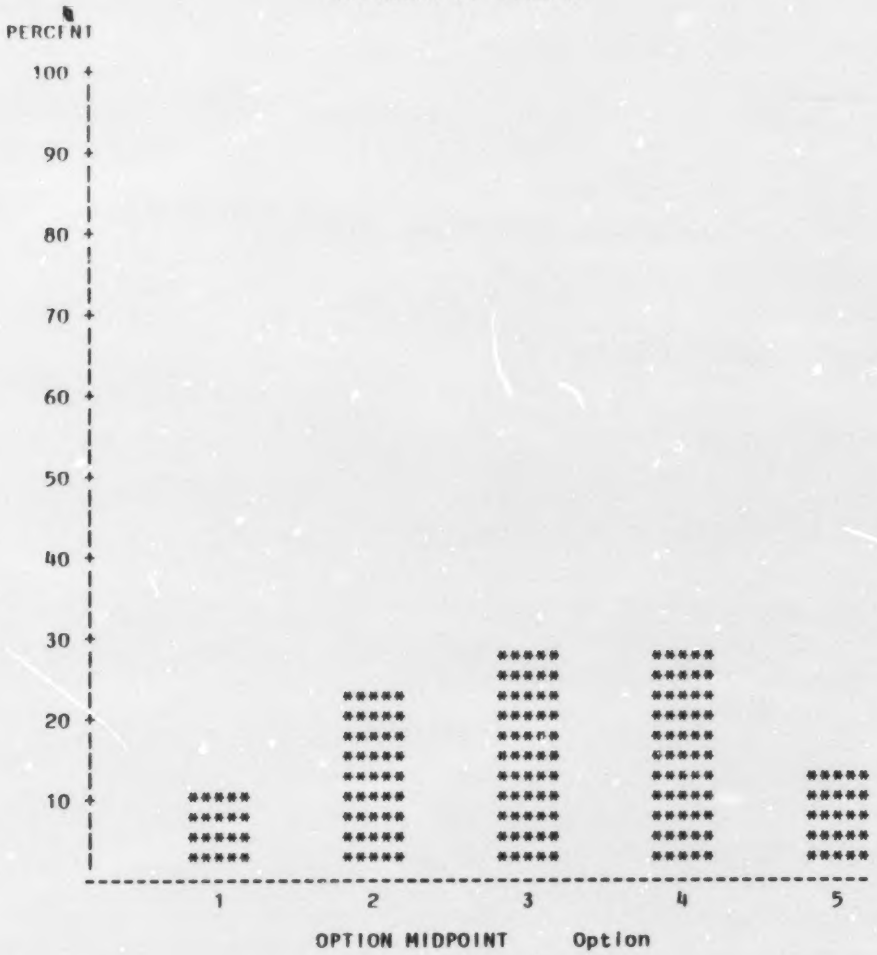


Summary Profile 11:29 WEDNESDAY, MARCH 14, 1984
Percent Response by Option
Connecticut School Effectiveness Interview
District= School= House= Characteristic=Instructional Leadership

BAR CHART OF PERCENT

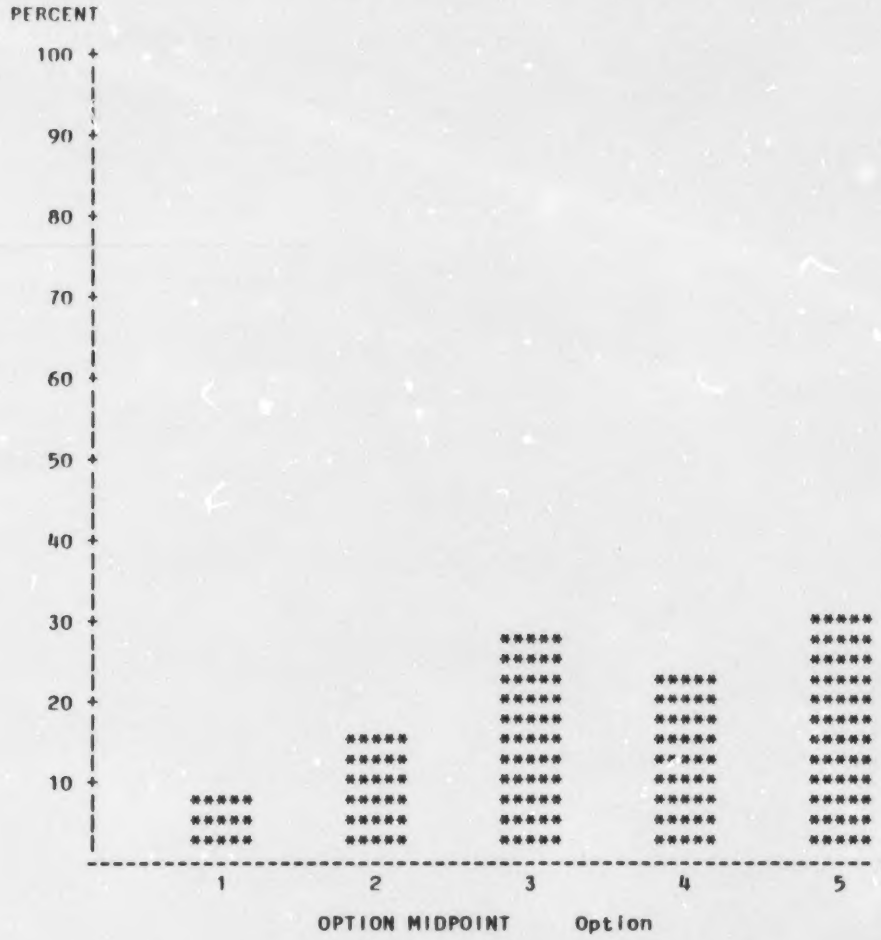


Summary Profile 11:29 WEDNESDAY, MARCH 14, 1984
Percent Response by Option
Connecticut School Effectiveness Interview
District= School= House= Characteristic=High Expectations



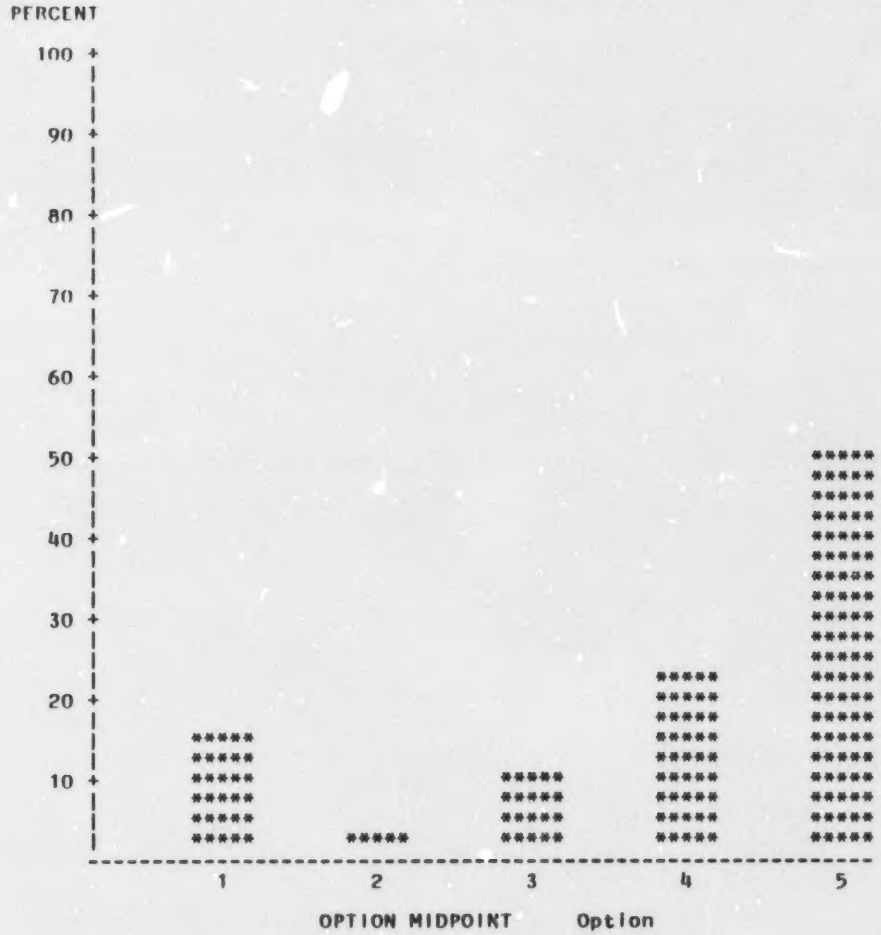
Summary Profile 11:29 WEDNESDAY, MARCH 14, 1984
Percent Response by Option
Connecticut School Effectiveness Interview
District= School= House= Characteristic=Opportunity to Learn and Time on Task

BAR CHART OF PERCENT



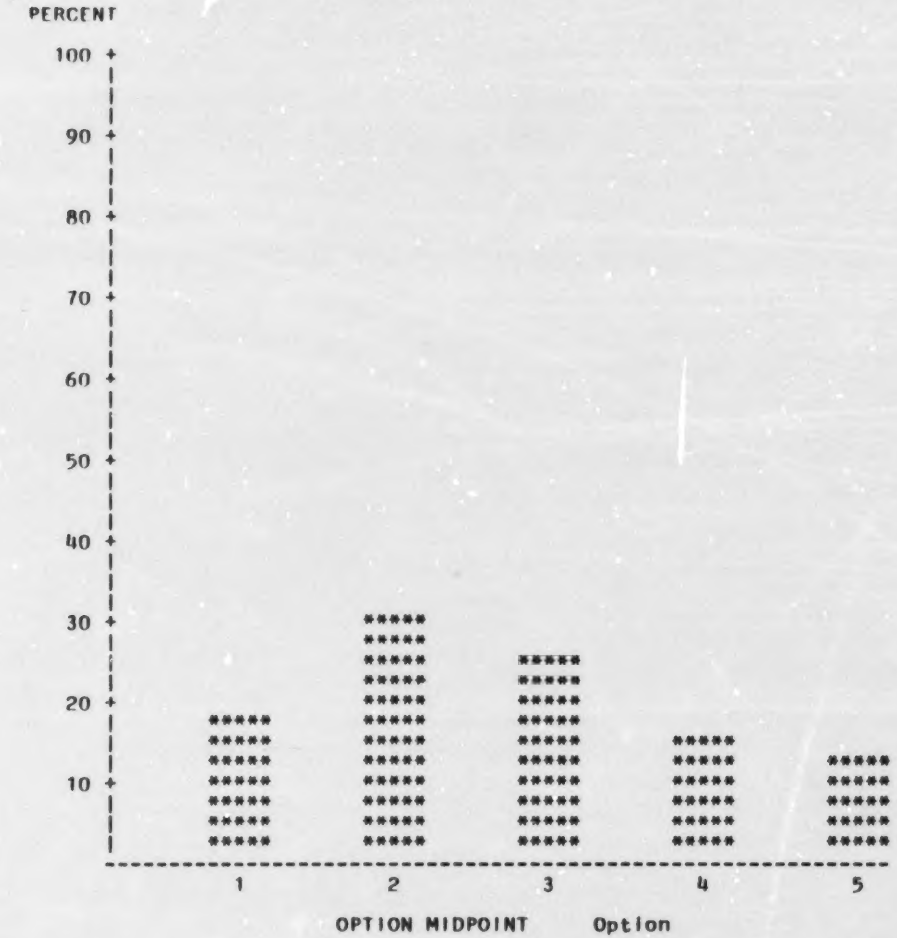
Summary Profile 11:29 WEDNESDAY, MARCH 14, 1984
Percent Response by Option
Connecticut School Effectiveness Interview
District= School= House= Characteristic=Frequent Monitoring of Student Progress

BAR CHART OF PERCENT



Summary Profile 11:29 WEDNESDAY, MARCH 14, 1984
Percent Response by Option
Connecticut School Effectiveness Interview
District= School= House= Characteristic=Home-School Relations

BAR CHART OF PERCENT



ITEM FREQUENCIES

CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW

School:
District:

Connecticut State Department of Education

Item Nos.	Item Stem	Descriptor Categories 1	2	3	4	5
I	SAFE AND ORDERLY ENVIRONMENT					
1	Safe and secure place to work	**	*	*********	******	********* **********
2	Disciplinary climate	*	*********	* **********	**********	*****
3	Responsibility for discipline	**	**	**** **********	* **********	***
4	Condition of physical plant	**********	**********	**********	********	
5	Learning Atmosphere	****	****	**********	**********	******
II	CLEAR SCHOOL MISSION					
6	Statement of purpose that guides instruction	****	****	********	**********	*********
7	Reading-- written sequential objectives	*******	****	***	********	******
8	Reading-- objectives guide instruction	****		******	********	****
9	Reading-- mastery expectations	***	**	*****	**********	********
10	Language Arts-- written sequential objectives	****	***	**	*********	*******

School:
District:

Item Nos.	Item Stem	Descriptor Categories 1	2	3	4	5
11	Language Arts-- objectives guide instruction	*		*****	**********	****
12	Language Arts-- mastery expectations	****	*	*****	**********	******
13	Mathematics-- written sequential objectives	**	*	**	*******	**********
14	Mathematics-- objectives guide instruction	*		*****	**********	*****
15	Mathematics-- mastery expectations	**	*	****	*****	**********
16	Ample materials, supplies and equipment	*******	**********	**********	********	
III	INSTRUCTIONAL LEADERSHIP					
17	Instructional leadership	******	*****	*******	**********	*********
18	Discussion of instructional improvement	*	*****	********	**********	**********
19	Frequency of formal observations	**	****	**********	**********	******
20	Classroom observation process	**********	***	**********	**********	
21	Frequency of post-observation conference	***	**	* **********	**********	**

School:
District:

Item Nos.	Item Stem	Descriptor Categories 1	2	3	4	5
22	Description of post-observation feedback	*	*	*********	******* **********	****
23	Principal's visibility		*	***	* **********	******* **********
24	Principal's role in instructional planning	*******	** **********	******	*******	**
25	Frequency of teacher's request for instructional help from principal	**********	*********	**********	**	*******
26	Principal's role in the use of test results			**	**********	********* **********
27	Principal's role in making teachers accountable for achievement	******	*****	*********	**********	****
28	Principal's role in staff development	*	****	********	**********	**********
29	Principal's role in coordinating instruction	**********	*********	*****	****	********
30	Faculty meetings and instruction	***	****	*****	***** **********	********
IV	HIGH EXPECTATIONS					
31	Percentage of students expected to master basic skills	*	*	********	*** **********	**********
32	Perception of teacher responsibility for basic skills achievement	*	*	***	********** **********	******

School:
District:

Item Nos.	Item Stem	Descriptor Categories 1	2	3	4	5
33	Perception of relationship between home background and achievement	****	********** **********	*******	*	**
34	Perception of teachers' expectations of student achievement	**	*******	*****	***** **********	*******
35	Relationship between retention rate and low income	*	**********	**********	**	*******
36	Percentage expected to complete high school	*	**********	**********	**********	
37	Relationship between discipline and low achievement	**********	*********	**********	********	***
38	Relationship between responding to questions and low achievement	*****	****	*********	**********	******
39	Class grouping in mathematics	***	*****	* **********	**	**
40	Class grouping in reading	***	*****	** **********	*	**

V OPPORTUNITY TO LEARN AND TIME ON TASK

41	Time per day on Reading/Language Arts		**********	**********	***	*****
42	Time per day on mathematics		**	**********	****	*******
43	Determination of allocated time	*	** **********	********	*******	

School:
District:

Item Nos.	Item Stem	Descriptor Categories 1	2	3	4	5
44	Interference from outside interruptions	***	****	**********	**********	**********
45	Pull-out programs	********	******	**********	********	****
46	Interruptions from students	*****	****	**********	*******	********
47	Percentage of time students do seatwork			*****	*****	******* **********
48	Student success rate on assigned work	**	*****	********	**********	*****
49	Description of instruction		*	**	****	********** **********
VI	FREQUENT MONITORING OF STUDENT PROGRESS					
50	Description of standardized tests			*	**********	*** **********
51	Use of standardized test results		*	***	**********	**** **********
52	Relationship between standardized tests and basic skills curriculum	****	***	**********	**********	*
53	Frequency of assessment in basic skills			**	****	** ********** **********
54	How is student progress assessed		**	**	***	********** **********

School:
District:

Item Nos.	Item Stem	Descriptor Categories 1	2	3	4	5
55	Use of information on skill progress			****	**********	********** **********
56	CRT program in basic skills	*** **********	**	*	****	**
57	How are CRT results used	* **********		***	***	****
VII	HOME-SCHOOL RELATIONS					
58	Description of activities of parent organization	****	******* **********	**********	*	
59	Extent of parent involvement	**********	****** **********	*****	*	
60	Percentage of parents at parent-teacher conferences	**********	**********	*******	***	
61	Content of typical parent-teacher conference		***	******	**********	**********
62	Methods for parent-teacher communication	**	*****	***	**********	***** **********
63	Frequency of parent-initiated conferences	**** **********	**********	**		
64	Homework policy	********	**********	**********	***	*
65	Parents' role in homework policy	*****	**********	**********	**	*

School:
District:

Item Nos.	Item Stem	Descriptor Categories 1	2	3	4	5
66	Perception of students completing homework	*	*******	**********	********	**
67	How would parents grade the school		**	**********	*** **********	**

School:
District:
Date: 12/15/83

Safe and Orderly Environment

Item	1	2	3	4	5	N
1 Place of work	Not physically secure--fear is present	General insecurity numerous incidents occur	Secure from outside interference; occasional incidents 3%	General security some internal student-related problems 20%	Secure and safe building 77%	35
2 Disciplinary climate	Chaotic, disorderly, frequent disruptions 3%	Some order--frequent discipline problems and class interruptions	General order--discipline problems with a few students 29%	Behavior generally acceptable--infrequent disruptions 37%	Discipline is not an issue 31%	35
3 Responsibility for discipline	Cannot tell	Teachers alone without administrative support	Teachers with administrative support 40%	Teaching staff and principal cooperate and share responsibility 46%	Students, staff, administration, & parents share responsibility 14%	35
4 Condition of physical plant	Unpleasant; poor light, heat, paint --unsafe areas	Generally not safe or clean 17%	Generally safe and clean--plant neutral, doesn't interfere 51%	Building clean, orderly, and well taken care of 31%	Building neat, clean, comfortable and source of pride	35
5 Learning atmosphere	Students not motivated or interested in learning	Atmosphere not conducive to learning 3%	Most students complete required tasks--students receptive but not enthusiastic 6%	Students generally positive about learning 65%	Most students eager and enthusiastic--positive feeling in school 26%	34
	1%	4%	26%	40%	30%	

1. District-level policy handbook on student discipline (January, 1977)
2. Student infractions/vandalism negligible

Clear School Mission

Item	1	2	3	4	5	N
6 Statement of Purpose that guides instruction	No written statement 10%	Statement exists but does not guide	Statement guides some general decisions 40%	Statement guides some instructional decisions 40%	Statement is driving force behind instruction 10%	30
7 Reading-written sequential objectives	No set of objectives	Multiple basal series objectives 3%	Written sequential objectives from one basal series serve as general framework 27%	Objectives more than general framework 47%	Written, sequential objectives coordinated and monitored through all grades 23%	30
8 Reading--objectives guide instruction	Instruction not guided by objectives	Basal texts provide framework 4%	Objectives guide some instruction for some teachers 7%	Objectives guide most instruction 71%	Objectives are the focal point for all instruction 18%	28
9 Reading-mastery expectations	No set of skills to be mastered	Many students working on skills below their grade level 3%	Grade level skills are general goal 30%	Most students expected to master grade level skills 47%	Skills identified at each grade that all students expected to master 20%	30
10 Language Arts-written, sequential objectives	No set of objectives	Multiple basal series objectives 6%	Written sequential objectives from one basal series serve as general framework 6%	Objectives more than general framework 65%	Written, sequential objectives coordinated and monitored through all grades 23%	31
11 Language Arts-objectives guide instruction	Instruction not guided by objectives	Basal texts provide framework 7%	Objectives guide some instruction for some teachers 23%	Objectives guide most instruction 53%	Objectives are the focal point for all instruction 17%	30
12 Language Arts-mastery expectations	No set of skills to be mastered	Many students working on skills below their grade level 11%	Grade level skills are general goal 32%	Most students expected to master grade level skills 39%	Skills identified at each grade that all students expected to master 18%	28
13 Math-written, sequential objectives	No set of objectives	Multiple basal series objectives	Written sequential objectives from one basal series serve as general framework 14%	Objectives more than general framework 50%	Written, sequential objectives coordinated and monitored through all grades 36%	28

Item	1	2	3	4	5	N
14 Math-objectives guide instruction	Instruction not guided by objectives	Basal texts provide framework	Objectives guide some instruction for some teachers 14%	Objectives guide most instruction 50%	Objectives are the focal point for all instruction 36%	28
15 Math-mastery expectations	No set of skills to be mastered	Many students working on skills below their grade level 4%	Grade level skills are general goal 21%	Most students expected to master grade level skills 46%	Skills identified at each grade that all students expected to master 29%	28
16 Ample materials, supplies and equipment	A serious shortage of materials 3%	Some materials are regularly not available 26%	Necessary materials are usually available 50%	Necessary materials most often available or expected to become available 12%	All necessary materials are available 9%	34
	1%	6%	25%	47%	21%	

1. General school goal statement in parent handbook
2. Written curriculum guides in all basic skill areas
3. District-level statement of philosophy and goals (January, 1977)
4. No mastery requirements for promotion

School:
District:
Date: 12/15/83

Instructional Leadership

	Item	1	2	3	4	5	N
17	Description of instructional leadership	No centralized leadership--teachers act independently	Instructional priorities set by others--no consistent leadership	Some limited leadership provided by principal	Principal leads by delegating and coordinating	Principal is clear strong instructional leader	
			3%	9%	35%	53%	34
18	Discussion of instructional improvement	No real communication among teachers and no initiative by principal	Some formal discussion initiated by principal but not ongoing	Occasional formal and informal discussion intiated by principal	Principal takes active role in meeting teachers to discuss instruction	Frequent principal led discussions--a high priority	
			3%	6%	44%	47%	32
19	Frequency of formal observations	One every two years or less	One a year	Two a year	Three times a year	Four or more	
				18%	54%	29%	28
20	Formal observation process	No typical pattern	Teacher informed--some kind of feedback may result	Principal and teacher may arrange for observation--conference sometimes follows	Principal and teacher arrange for observation--conference always	Principal and teacher plan observation at a conference--a conference always follows	
				29%	71%		24
21	Frequency of post-observation conference	One every two years	One a year	Two a year	Three times a year	Four or more	
			4%	17%	54%	25%	24
22	Description of post-observation feedback	Little or none	General--does not focus on instruction	Feedback treats instruction in a general way	Feedback is mostly on instruction--strength and weaknesses are discussed	Emphasis is instruction--pre-observation plan is followed--improvement plan cooperatively 8%eloped	
				12%	79%		24
23	Principal's visibility	Principal is not usually visible	Can be found--but seen infrequently	Occasionally seen around the school	Frequently and regularly seen at specific locations	Principal is highly visible in all school areas	
				3%	18%	79%	33
24	Principal's role in instructional planning	Principal does not require or review plans	Expects plans but seldom reviews	Requires plans and occasionally reviews	Requires plans and reviews them	Requires & reviews plans regularly--discusses plans in relation to instructional strategies	
			35%	50%	15%		26

54

Item Data
Connecticut School Effectiveness Interview

School:
District:
Date: 12/15/83

Instructional Leadership

	Item	1	2	3	4	5	N
25	Frequency of teacher's request for instructional help from principal	Very seldom or never 16%	Rarely 34%	Occasionally--related to special circumstances 31%	Some discussions but principal not important resource person 16%	Frequently the principal is an important resource person 3%	32
26	Principal's role in the use of test results	Principal discourages test score analysis	Mildly interested; data reported with no follow-up	Reports test results--little analysis or discussion	Sees results as meaningful and reviews them regularly with faculty 52%	Puts emphasis on test results--uses results for program improvement 48%	31
27	Principal's role in making teachers accountable for achievement	Principal does not discuss issue	Occasionally discusses teacher responsibility in general for achievement 3%	Often discusses relationship between teacher performance and student achievement 6%	Stresses teacher responsibility for achievement, and they feel accountable 42%	All teachers feel accountable for achievement due to principal's frequent stress on sibilityal respon- 48%	31
28	Principal's role in staff development	Principal does not participate	Promotes district-wide mandated programs 6%	Occasionally promotes specific building activities to improve instruction 21%	Regularly arranges and promotes specific building activities for instructional improveme45%	Actively secures & arranges building instructional improvement activities 27%	33
29	Principal's role in coordination of instruction	Little or no coordination--principal not involved	Some coordination; principal is not involved 10%	Principal has arranged for some coordination 33%	Instructional program coordinated--principal arranges but is not active participant 37%	Actively works with teachers for optimum coordination 20%	30
30	Faculty meetings and instruction	Instructional matters seldom discussed 28%	On occasion an instructional issue will be presented 14%	Instructional issues occasionally on agenda--no depth 41%	Discussion and planned agenda often focus on instructional issues 17%	Usual focus is instruction--in-depth discussion	29
		1%	9%	17%	42%	31%	

1. District-level guidelines for lesson plans
2. District-level format for classroom observations
3. All in-service is school-based
4. Teacher exchange program is planned for this year
5. Principal consistently monitors group and individual academic progress
6. Monthly grade-level meetings

School:
District:
Date: 12/15/83

High Expectations

Item	1	2	3	4	5	N
31 Percentage expected to achieve mastery of basic skills	0-30%	31-50%	51-75% 7%	76-89% 48%	90-100% 44%	27
32 Perception of teacher responsibility for basic skills achievement	No particular responsibility	Responsible for normal curve distribution	Responsible for skills mastery according to individual expectancy levels 15%	Responsible for most students mastering grade level skills 58%	Responsible for skills mastery for all students at grade level 27%	33
33 Perception of relationship between home background and achievement	Home prime determinant--school has little impact	Home has significant impact--school can make a difference for a few students 41%	Home has some influence--school can make difference for most students 21%	Most students can master most skills because of instruction despite home 32%	All students can master basic skills as a direct result of instructional program 6%	34
34 Perception of teachers' expectations of student achievement	Low expectations in general	"Realistic" based on student characteristics	Moderate for almost all teachers 6%	High for most teachers 76%	High for almost all teachers 18%	34
35 Relationship between retention rate and low income	Only low income students retained 11%	Many more low income students retained than other students	More low-income children retained but there has been improvement 21%	Approximately proportional numbers are retained 42%	Proportions are equivalent--students not mastering basic skills are retained 26%	19
36 Percentage expected to complete high school	0-50%	51-75% 13%	76-85% 32%	86-95% 48%	96-100% 6%	31
37 Relationship between discipline and low achievement	Low achieving cause most discipline problems	Low achieving students present frequent problems 3%	Low achievers cause slightly more problems than others 33%	No relationship between low achievers and problems 58%	Few discipline problems--no relationship to achievement 6%	33
38 Relationship between responding to questions and low achievement	Low achievers rarely answer	Low achievers answer less often; called upon occasionally 11%	Low achievers answer less but are called on regularly 19%	Most students are encouraged to respond by design 63%	All students have the same number of response opportunities--by design 7%	27

Item	1	2	3	4	5	N
39 Description of grouping for Mathematics	Homogeneous long-term ability grouping	Two homogeneous ability groups	High, middle, and low groups	Some large-group instruc- followed by small homogeneous in- struction	Initial instruc- tion to heteroge- neous large group follow-up ad hoc skill groups	
	16%	8%	64%	8%	4%	25
40 Description of grouping for Reading	Homogeneous long-term ability grouping	Two homogeneous ability groups	High, middle, and low groups	Some large-group instruc- followed by small homogeneous in- struction	Initial instruc- tion to heteroge- neous large group follow-up ad hoc skill groups	
	12%	4%	67%	8%	8%	24
	3%	9%	27%	46%	15%	

1. District-level policy on promotion/retention
2. Monthly student award programs/annual awards ceremony
3. Student newspaper, literary magazine, student postal system
4. Competition in New England Mathematics league
5. Grouping practices
   - Reading (3,4,5): By reading level (3 groups)
   - Math (4,5): "Departmentalized" by math achievement
   - Reading & Math (6): "Departmentalized" by achievement
   - All other instruction is heterogeneous

School:
District:

Opportunity to Learn and Time on Task

Date: 12/15/83

Item	1	2	3	4	5	N
41 Time for Reading/Language Arts	One hour or less	1'-1'20"	1'21"-1'40"	1'41"-2' 52%	2' or more 48%	23
42 Time for Mathematics	25" or less	26"-34"	35"-45"	46"-52" 26%	53" or more 74%	23
43 Determination of allocated time	Individual teachers make allocations	General guidelines Teachers in partial compliance 80%	Principal develops a general schedule with recommended time allotments 4%	Principal and teachers agree on time allotments--schedules are monitored 16%	Principal and teachers set allocated time for each skill area--schedule monitored and valued	25
44 Interference from outside interruptions	Frequent unplanned interruptions interfere with instruction 6%	Assemblies, shortened classes, etc. could be avoided 16%	Regular but not frequent planned interruptions 19%	Occasional interruptions with advanced notice but, if possible, basic skill time is not interru38%d	Basic skill time rarely interrupted 22%	32
45 Pull-out programs	Interfere with basic skill instruction 17%	Occasionally interfere for some students 31%	Some interfere and others supplement 24%	Generally supplement basic skill instruction 28%	Supplement and enhance basic skill instruction	29
46 Interruption from students	Constant student interruptions 3%	Class interruptions occur regularly 6%	Interruptions occur occasionally 24%	Few interruptions; most behavior is appropriate 45%	Almost all students on task--very few off-task interruptions 21%	33
47 Percentage of time students do seat work	90% or more 4%	89-75%	74-50% 33%	49-30% 37%	29% or less 25%	24
48 Student success rate on assigned work	No consistent pattern--many students get many incorrect	Most students get half correct 26%	Most students get 50%-75% correct	Students have 75%-85% correct 43%	Students have more than 85% correct--this is expected 30%	23
49 Description of instruction	Lessons are unstructured 4%	Much independent student work 15%	Combination large and small group presentation and practice 22%	Presentation, practice, occasional feedback 39%	Presentation, practice, feedback performance 39%	23

Item Data 17% 36% 27%

Connecticut School Effectiveness Interview

Page 8

1. District-level policy on basic skill time allocations
   - Math: 50-62 minutes daily
   - Language: 129 - 195 minutes daily
2. District-level policy on homework (includes grade-level time allotments)
3. Approximately 100 students per day visit library (does not include regular class visits)

Frequent Monitoring of Student Progress

School:
District:
Date: 12/15/83

	Item	1	2	3	4	5	N
50	Description of standardized tests	No schoolwide testing program	Testing--but no description can be given	Testing but program not systematic	Annual testing in alternate grades	Annual testing in each grade **%	25
51	Use of standardized test results	Not used	Review of results not systematic or specific	Results used for program evaluation by principal--teachers occasionally review them 7%	Results systematically reviewed by principal and teachers 41%	Used to evaluate program objectives and to modify program 52%	27
52	Relationship between standardized tests and basic skills curriculum	Little relationship	Some overlap	Moderate match 12%	Matches in most cases 76%	Very high relationship 12%	25
53	Frequency of assessment in basic skills	No systematic assessment	General assessment each marking period 4%	Skill assessment every two months	Skill assessment monthly 12%	Skill assessment weekly or following instructional unit 85%	26
54	Method of assessment of basic skills	No systematic assessment 4%	Informal daily work is corrected 4%	Chapter or unit tests 4%	Criterion-referenced testing in one or more skill areas 12%	CRT in addition to other methods (work samples, mastery lists) 81%	26
55	Use of skill progress information	To assign grades 4%	For grading and grouping 12%	To plan general classroom lessons 38%	To plan lessons for groups, give general feedback and modify instruction 46%	For individual diagnosis and prescription	26
56	CRT in basic skills	No CRT 4%	Some CRT in a few grades 4%	One basic skill throughout the school 4%	All classrooms in two skill areas 84%	All classrooms--all basic skills 4%	25
57	Use of CRT results	No CRT 4%	Not used in any systematic way 4%	For mastery checking	For mastery and instructional planning 65%	For individual diagnosis and prescription 26%	23
		1%	2%	5%	40%	51%	

1. Iowa Test/Cognitive Abilities Test at all grade levels (discrepancy analyzed between predicted and actual performance)
2. Students and teachers together develop goals, review academic progress
3. School, class, individual achievement is consistently monitored

Home-School Relations

	Item	1	2	3	4	5	N
58	Description of activities of parent organization	No organization	Small and inactive 6%	Relatively active, mostly social 72%	Active, many parents involved, sponsors school programs 22%	Highly active--parents understand and promote the school's program	32
59	Extent of parent involvement	Little involvement	Occasional involvement at planned functions 9%	More widespread formal involvement 69%	Active group but limited direct involvement 22%	Direct support and involvement from most parents in instructional program	32
60	Percentage of parents at parent-teacher conference	0-25% 4%	26-50% 4%	51-75% 4%	76-90% 37%	91-100% 52%	27
61	Content of typical parent-teacher conference	No regularly scheduled conferences	Parents visit briefly and view work	Teachers explain grading and answer general questions 19%	Discussion about specific achievement issues and plans for home-school improvement of23%ilis	Open two-way communication related directly to plans for achievement & home-school support 58%	26
62	Methods for parent-teacher communication	Little or no communication	Report card	Communication primarily at scheduled conferences 3%	Formal and informal conferences and phone calls initiated by parents and teachers 26%	Varieties of techniques by both teachers and parents including visits 71%	31
63	Frequency of parent-initiated conferences	Infrequent and crisis-oriented 7%	A few parents make a few contacts 69%	Some parents make many contacts 14%	Many parents make few contacts 7%	Many parents make many contacts 3%	29
64	Homework policy	No policy	Homework assigned but no schoolwide system 7%	Homework regularly and systematically assigned--no written policy 14%	Policy exists 71%	Policy is implemented and monitored 7%	28
65	Parents' role in homework policy	No policy	Parents are aware 23%	Parents generally supportive 55%	Most parents accept monitoring role 23%	Parents very supportive and work together with teachers	22

Home-School Relations

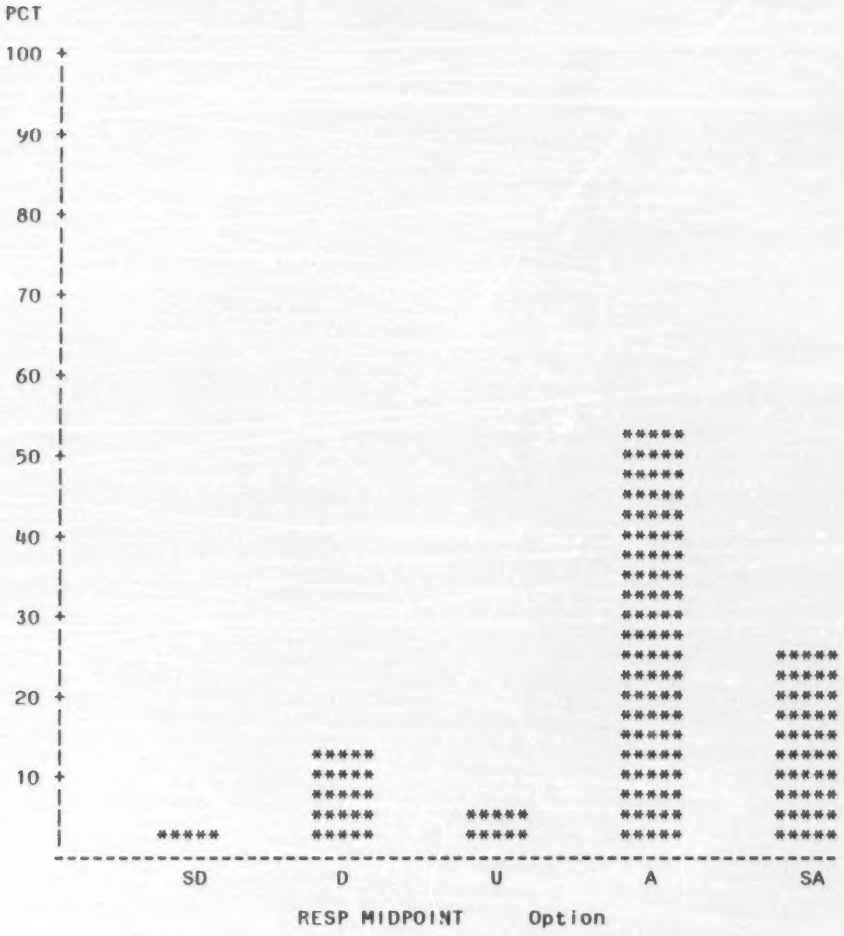
Item	1	2	3	4	5	N
66 Percentage of students completing homework	0-25%	26-50%	51-75%	76-95%	96-100%	
			35%	42%	23%	26
67 Perception of parent rating of school	F	D	C	B	A	
		3%		58%	39%	33
	1%	12%	28%	33%	26%	

1. Principal's bi-monthly newsletter to parents
2. 99% participation at open house
3. 15-40 parents attend P.T.O. quarterly meetings
4. Parent handbook is available

B

Summary Profile 13:05 FRIDAY, MARCH 30, 1984 10
Percent Response by Option
LEA= SCHOOL= Characteristic=SAFE AND ORDERLY ENVIRONMENT

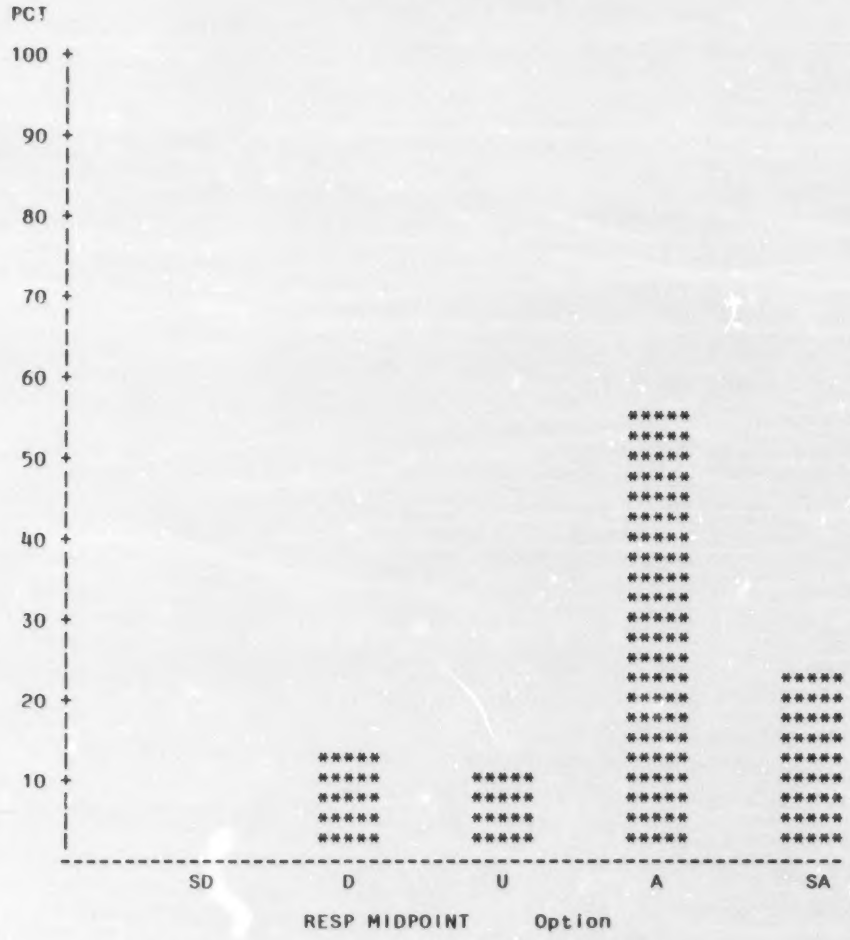
BAR CHART OF PCT



Percent Response by Option

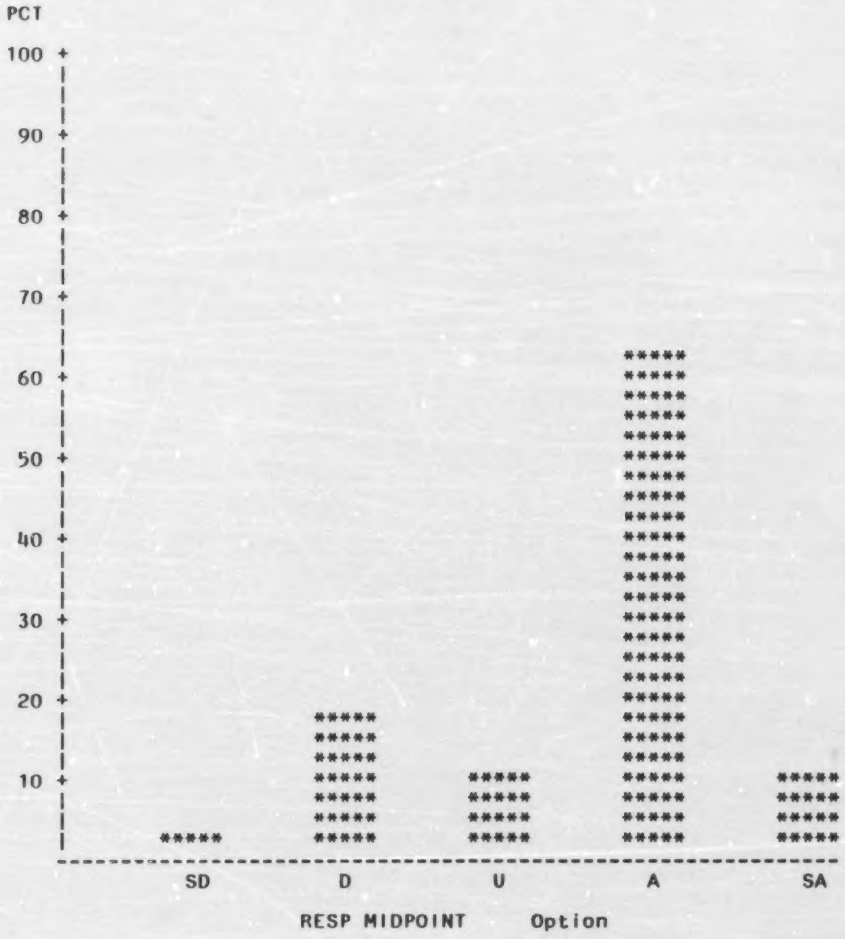
LEA= SCHOOL= Characteristic=INSTRUCTIONAL LEADERSHIP

BAR CHART OF PCT



Percent Response by Option
LEA= SCHOOL= Characteristic=OPPORTUNITY TO LEARN AND TIME ON TASK

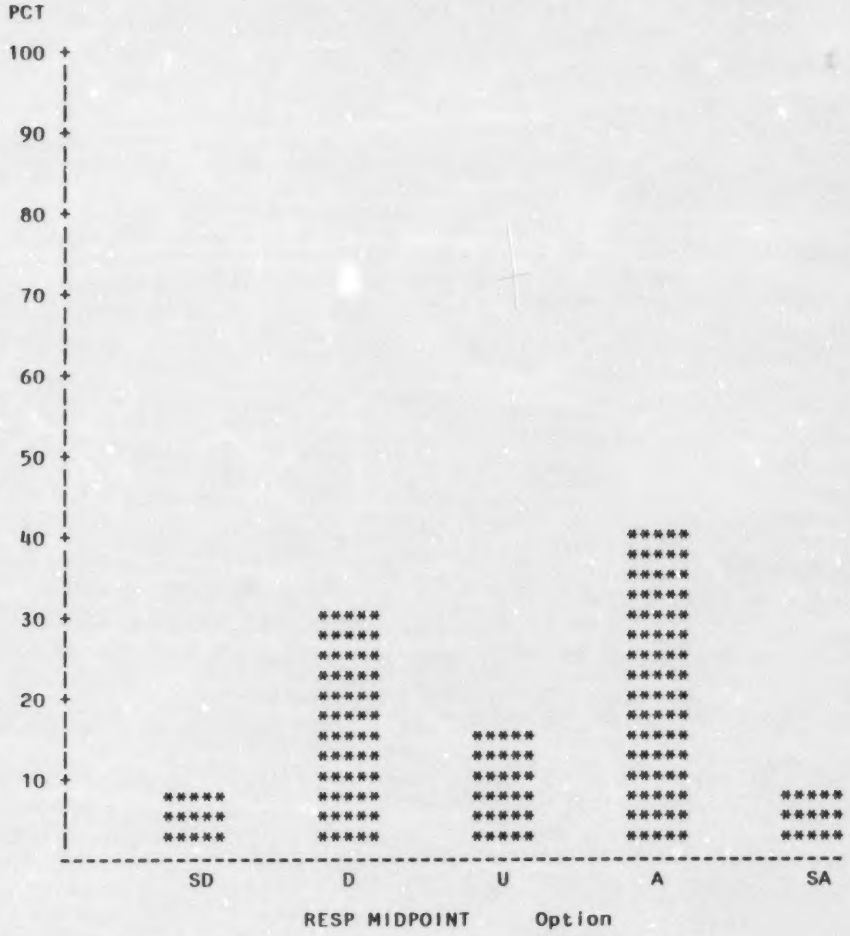
BAR CHART OF PCT



Percent Response by Option

LEA= SCHOOL= Characteristic=HOME-SCHOOL RELATIONS

BAR CHART OF PCT



THE CONNECTICUT SCHOOL EFFECTIVENESS QUESTIONNAIRE
SUMMARY PROFILE

District School Analysis run MARCH 30, 1984

CLEAR SCHOOL MISSION

		SD (1)	D (2)	U (3)	A (4)	SA (5)	Total	Mean
2.	In reading, written sequential objectives exist up through all grades	12%	6%	18%	44%	21%	34	3.56
11.	School-wide objectives are the focal point of reading instruction in this school.		24%	21%	44%	12%	34	3.44
15.(R)	Mathematics objectives are coordinated and monitored through all grades in this school.		18%	21%	44%	18%	34	3.62
24.	Materials and supplies needed for instruction in basic skills are available .	6%	32%		47%	15%	34	3.32
26.	In reading, an identified set of objectives or skills that all students must master exists at each grade level	3%	12%	18%	59%	9%	34	3.59
29.	In mathematics there is an identified set of objectives or skills that all students must master at each grade level.	3%	6%	24%	53%	15%	34	3.71
32.(R)	A written statement of purpose that is the driving force behind most important decisions does exist in this school . . .		3%	9%	68%	21%	34	4.06
39.	In Language Arts, an identified set of objectives or skills that all students must master exist at each grade level . .		18%	30%	42%	9%	33	3.42
41.	In Language Arts, an identified set of are the focus of instruction in this school.		15%	30%	45%	9%	33	3.48
50.	Reading objectives are coordinated and monitored through all grades.		18%	12%	62%	9%	34	3.62
54.(R)	In Language Arts, written, sequential objectives do exist at each grade level .		15%	24%	53%	9%	34	3.56
59.	Language Arts objectives are coordinated and monitored through all grades.	3%	12%	33%	42%	9%	33	3.42
91.	In mathematics, school-wide objectives are the focal point of instruction. . . .		12%	24%	53%	12%	34	3.65
99.	In mathematics, written sequential objectives exist through all grades		9%	24%	55%	12%	33	3.70
		2%	14%	20%	51%	13%	472	3.58

THE CONNECTICUT SCHOOL EFFECTIVENESS QUESTIONNAIRE
SUMMARY PROFILE

District School Analysis run MARCH 30, 1984

INSTRUCTIONAL LEADERSHIP

		SD (1)	D (2)	U (3)	A (4)	SA (5)	Total	Mean
60.	The principal frequently communicates to individual teachers their responsibility in relation to student achievement. . . .		6%	18%	61%	15%	33	3.85
63.(R)	The principal puts much emphasis on the meaning and use of standardized test results		9%	15%	58%	18%	33	3.85
66.	The principal regularly brings instructional issues to the faculty for discussion.		21%	12%	59%	9%	34	3.56
70.	Supervision is directed at instruction. .		12%	12%	71%	6%	34	3.71
75.	The principal is highly visible throughout the school.			3%	35%	62%	34	4.59
78.	The principal is accessible to discuss matters dealing with instruction.				35%	65%	34	4.65
82.	The principal is an important instructional resource person in this school . .		6%	9%	62%	24%	34	4.03
86.	During follow-up to formal observations a plan for improvement frequently results		9%	15%	59%	18%	34	3.85
88.(R)	Teachers in this school turn to the principal with instructional concerns or problems.		3%		64%	33%	33	4.27
90.	During follow-up to formal observations the principal's main emphasis in on instructional improvement		9%	15%	68%	9%	34	3.76
93.(R)	The principal makes informal contacts with students and teachers around the school.				56%	44%	34	4.44
97.(R)	Individual teachers and the principal do meet regularly to discuss what the principal will observe during a classroom observation		32%	15%	38%	15%	34	3.35
		1%	12%	9%	54%	24%	845	3.88

THE CONNECTICUT SCHOOL EFFECTIVENESS QUESTIONNAIRE
SUMMARY PROFILE

District School Analysis run MARCH 30, 1984

OPPORTUNITY TO LEARN AND TIME ON TASK

		SD (1)	D (2)	U (3)	A (4)	SA (5)	Total	Mean
14.(R)	Pull-out programs do not disrupt or interfere with basic skills instruction . .	12%	44%	9%	26%	9%	34	2.76
28.	When students are assigned seatwork, teachers monitor it closely		9%	9%	76%	6%	34	3.79
30.	There are few student interruptions during class time	3%	21%	6%	71%		34	3.44
33.	Factors outside the classroom rarely interrupt basic skills instruction.		18%		74%	9%	34	3.74
52.	Two hours or more are allocated for reading/language arts each day throughout this school	3%	32%	12%	47%	6%	34	3.21
55.(R)	Individual teachers determine allocated time for basic skill instruction with guidelines and discussion with the administration.		15%	9%	65%	12%	34	3.74
62.	Special instructional programs for individual students are integrated with classroom instruction and the school curriculum.			12%	76%	12%	33	4.00
65.	Typical daily lessons in this school follow this sequence: teacher presentation, student practice, specific feedback, evaluation, of student performance.			12%	70%	18%	33	4.06
72.	Fifty minutes or more is allocated to mathematics instruction each day.		12%	9%	68%	12%	34	3.79
76.	Teachers in this school expect and plan assignments so that students will be highly successful during practice work following direct instruction.			9%	76%	15%	34	4.06
89.	Class atmosphere in this school is generally very conducive to learning for all students.		18%		68%	15%	34	3.79
98.(R)	During basic skills instruction students are not working independently on seatwork for the majority of the allocated time.		26%	24%	44%	6%	34	3.29
		1%	16%	9%	63%	10%	406	3.64

THE CONNECTICUT SCHOOL EFFECTIVENESS QUESTIONNAIRE
SUMMARY PROFILE

District School Analysis run MARCH 30, 1984

HOME-SCHOOL RELATIONS

		SD (1)	D (2)	U (3)	A (4)	SA (5)	Total	Mean
9.	Most parents would rate this school as superior.	3%	15%	38%	41%	3%	34	3.26
31.	Homework is monitored at home and in school with follow-up	6%	21%	24%	45%	3%	33	3.18
34.	During parent-teacher conferences there is a focus on factors directly related to student achievement and basic skill mastery	6%	3%	6%	65%	21%	34	3.91
35.	Ninety-five to one hundred percent of students complete assigned homework before coming to school	12%	24%	21%	38%	6%	34	3.03
36.	Ninety to one hundred percent of your students' parents attend scheduled parent-teacher conferences	33%	52%	6%	6%	3%	33	1.94
47.(R)	There is cooperation in regard to homework monitoring between parents and teachers in this school.		26%	12%	62%		34	3.35
49.(R)	Parent-teacher conferences result in specific plans for home-school cooperation aimed at improving student classroom achievement.		15%	9%	65%	12%	34	3.74
64.(R)	Many parents of students in your class visit the school to observe the instructional program.	24%	64%	3%	9%		33	1.97
67.	Most parents understand and promote the school's instructional program.	6%	32%	29%	32%		34	2.88
68.	There is an active parent/school group in this school that involves many parents.	15%	62%	15%	9%		34	2.18
69.	Many parents are involved in an overall home and school support network	12%	59%	9%	21%		34	2.38
71.	Teachers and parents are aware of the homework policy in this school.		21%	15%	59%	6%	34	3.50
79.	Many parents initiate many contacts with the school each month	12%	38%	24%	21%	6%	34	2.71

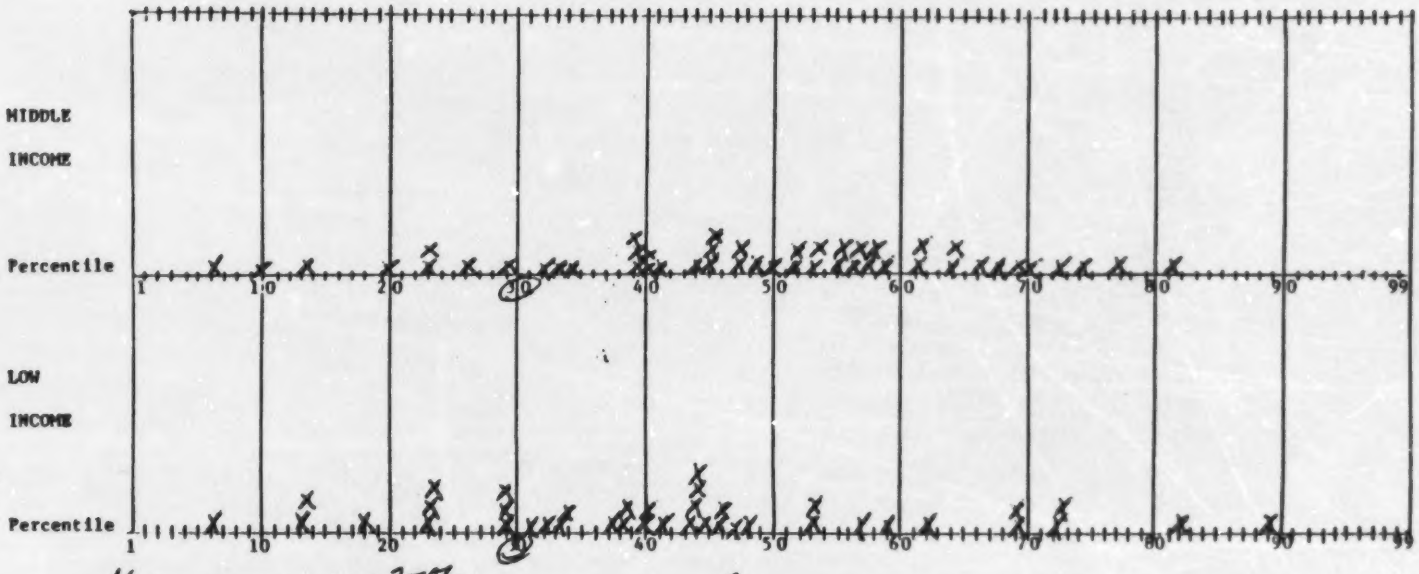
C

CONNECTICUT SCHOOL EFFECTIVENESS PROJECT

Connecticut State Department of Education

ACHIEVEMENT PROFILE

8 middle income students (17%)
are below minimum mastery (30%ile



	N	Percentage
MIDDLE INCOME	47	54%
LOW INCOME	40	46%
TOTAL	87	Students

16 low income students (25%)
are below minimum mastery (30%ile

Skill Reading
Test Stanford Form E
Publication Date 1982
Test Date April, 83
Grade 6

School
District

47 Mid
Mid 42 Lo